Texas Education Agency
Standard Application System (SAS)

2014-2016 Technology Lending Program Grant

		FOR TEA USE ONLY
Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	Write NOGA ID here:
Grant period:	October 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, May 13, 2014	Place date stamp here.
Submittal information:	**Four** complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	2014 MAY -6 PM 2:51
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information

Organization name		County-District #	Campus name/#		Amendment #
Mason Independent School District		157901	Mason Elementary		

Vendor ID #	ESC Region #	US Congressional District #		DUNS #	
	XV	11		193072030	

Mailing address			City	State	ZIP Code
PO Box 410			Mason	TX	76856-

Primary Contact

First name	M.I.	Last name	Title
Merlina	K	Gamel	Technology Coordinator
Telephone #	Email address		FAX #
3253471122	merlina.gamel@masonisd.net		3253478247

Secondary Contact
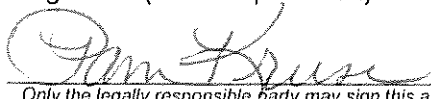
First name	M.I.	Last name	Title
Pam		Kruse	Superintendent
Telephone #	Email address		FAX #
3253471144	pam.kruse@masonisd.net		3252944412

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Pam		Kruse	Superintendent
Telephone #	Email address		FAX #
3253471122	pam.kruse@masonisd.net		3252944412

Signature (blue ink preferred)   Date signed

Only the legally responsible party may sign this application.

701-14-107-027

County-district number or vendor ID: 157901	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
8	Professional and Contracted Services (6200)	☐	☐
9	Supplies and Materials (6300)	X	☐
10	Other Operating Costs (6400)	X	☐
11	Capital Outlay (6600/15XX)	☐	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

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County-district number or vendor ID: 157901	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
X	I certify my acceptance of and compliance with the program guidelines for this grant.
X	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 157901	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the applications is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-Feburary 1, 2015), and that 100% of the funds will be expended no later than the end of the 1st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

Schedule #5—Program Executive Summary	
County-district number or vendor ID:	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Mason Independent School District (MISD) vision is to modify teaching and learning to include a pedagogical shift in content delivery and encourage students to be self directed learners and leaders. To feed this vision one of the tools to facilitate this vision is an individual wireless device for learning.

Keeping the vision in mind the Mason ISD Technology Plan is geared toward electronic learning and has outlined strategically planned phases to meet stated goals. This was achieved in 2011-2012 in the Mason Junior High by purchasing carts of Mac Books. The funds were derived from local funding and from a consortium grant. This allowed all students in 7th and 8th grade access to a computer during the regular school day. This was the first step in MISD's Technology Plan for implementing a 1:1. In the second phase students in 9th -11th grades received an iPad. These were purchased with a combination of monies from local funds, iMat funds and the first Technology Lending Grant. This was done in the 2012-2013 year. The students were issued an iPad at the beginning of the school year and were allowed to keep this device at all times until the end of the school year. The incoming Freshmen for the present school year (2013-1014) were issued new iPads, completely funded with local funds. The iPads were reissued at the beginning of the 2013-2014 school year. This school year has also included the second upgrade of the wireless network to support the number of devices being used by the district. The following year (2014-2015) individual wireless devices will be purchased for 2nd-4th grade classrooms. Each student will have access to the device during the school day. This will enrich the use of a new math textbook adoption. The chosen book can deliver many parts of the content digitally and teachers want to take advantage of this tool.

The Learning Electronic and Application Devices (LEAD) program is a natural extension of The Leader in Me (TLiM) program which the elementary implemented in 2012. This program, based on Stephen Covey's "7 Habits of Highly Effective People", has become part of the core curriculum. The Mason Elementary mission statement, "Lead, Learn, Love, Leave a Legacy", is tied directly to teaching students using current technology. This is in preparation for their future roles as leaders and contributors to a newly evolving generation.

Mason Elementary School is a pre-kindergarten (Pre-K) through fourth grade **Title I** school serving 306 students (33% Hispanic, 66% White, and 61% Economically Disadvantaged). The school is geographically isolated rural school district and a school wide Title 1 program. Six years ago MES was a Texas Education Agency (TEA) Academically Acceptable campus. Recognizing that there was much room for improvement, teachers collaborated and took a proactive approach to create a plan that would meet the differentiated instructional needs to increase student success. This approach included establishing a reading intervention program, Prime Time. This has evolved into a successful habit with 30 minute small group reading times. To expand on this success the next steps in the plan are to establish 1) math intervention at appropriate target levels through readily available content, 2)access to a personal device to allow for individual delivery of content, 3) highly individualized intervention to create success and progress, 4) individual digital devices available to create a better use of time during the limited school day, and 5) an opportunity to evaluate the success of program over three years in a controlled environment.
In the spring of 2012 MISD formed a steering committee to plan an upgrade of current technology services available to Mason Elementary students. The plan would be for the use of electronic resources on digital devices in the core academic subjects with emphasis on Math and Science. The process would include each classroom in 2nd – 4th grades being equipped with enough devices for every student to have a personal digital device. The committee will be part of the LEAD program assessment. This will determine if changes need to be made or if the program is successfully being implemented to reach mastery as determined by tracking STAAR scores. The implementation of these devices aligns with Mason ISD's long term

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID:	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

technology plan for creating a 1:1 environment at every level. This included planning for funding, meeting with elementary teachers, establishing a task force for this project, and developing professional development.

An important piece of this puzzle includes the administrators and teachers of Mason Elementary. Each teacher has been issued an individual wireless device at the beginning of the 2013-2014 school year. The professional development began with the issuance of these devices and includes the opportunity for each of these staff members to have a half day planning/learning time each six week period to increase knowledge and practical use of devices. After a planning meeting with 2nd grade staff, they stated that students are ready and asking for this technology. "This will give us opportunity to reinforce and assess the math TEKS required by the state. Then our RtI (response to intervention) can happen at a much earlier time each year," quoted by Mrs. Amy Brooks, 2nd grade classroom teacher.

The Mason ISD technology plan and Technology Committee ensures that the implementation of a 1:1 program will continue. The value of increasing the availability of technology to every student is a priority based on continued successful results in core academic areas. The tools for measure include but are not limited to STAAR testing results, closing achievement gaps and increasing attendance. The measurement of success can be easily monitored through programs already in place, such as Eduphoria, and our SIS(student information system) program.

These tools can be invaluable to an already successful program. Mason ISD is an excellent candidate for the Technology Lending Grant due to their commitment to student potential and success. As our students LEAD into the future they will leave a distinct legacy.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 157901				Amendment # (for amendments only):		

Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32

Grant period: October 1, 2014, to August 31, 2016				Fund code: 410		

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	
Schedule #8	Professional and Contracted Services (6200)	6200	$	$	$	
Schedule #9	Supplies and Materials (6300)	6300	$45775	$	45775	
Schedule #10	Other Operating Costs (6400)	6400	$1700	$	$1700	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$	$	$	
	Total direct costs:		$	$	$	
	Percentage% indirect costs (see note):		N/A	$	$	
Grand total of budgeted costs (add all entries in each column):			**$47475**	**$**	**$47475**	

Administrative Cost Calculation	
Enter the total grant amount requested:	$47475
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$7121

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #9—Supplies and Materials (6300)							
County-District Number or Vendor ID: 157901				Amendment number (for amendments only):			
Expense Item Description							
63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:					Grant Amount Budgeted	
	☐ Print shop fees		☐ Technology-related supplies				
	☐ Postage		☐ Other:			$	
	☐ Copy paper		☐ Other:				
Technology Hardware—Not Capitalized							
6399	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	
	1	iPad Mini	Each student in 2nd has access	50	379.00		
	2	Chromebook	Each Math/Science Class in 3rd/4th	60	400.00		
	3	iPad Mini Cases	Protection for iPad Mini	50	26.50	$45775	
	4	Carts	Security Storage for Devices	3	500.00		
	5				$		
6399	Technology software—Not capitalized					$	
6399	Supplies and materials associated with advisory council or committee					$	
	Subtotal supplies and materials requiring specific approval:					$	
	Remaining 6300—Supplies and materials that do not require specific approval:					$	
	Grand total:					$45775.00	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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	Expense Item Description			Grant Amount Budgeted	
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply:			$	
	☐ ESC-owned vehicle usage	☐	Other:		
	☐ Insurance	☐	Other:		
6411	Out-of-state travel for employees (includes registration fees)			$	
	Specify purpose:				
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.			$	
	Specify purpose:				
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)			$	
	Specify purpose:				
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations			$	
	Specify purpose:				
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees			$	
	Specify purpose:				
6429	Actual losses that could have been covered by permissible insurance			$1700.00	
6490	Indemnification compensation for loss or damage			$	
6490	Advisory council/committee travel or other expenses			$	
6499	Membership dues in civic or community organizations (not allowable for university applicants)			$	
	Specify name and purpose of organization:				
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)			$	
	Specify purpose:				
	Subtotal other operating costs requiring specific approval:			$	
	Remaining 6400—Other operating costs that do not require specific approval:			$	
			Grand total:	$1700.00	

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

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Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

Category	Number	Percentage	Category	Percentage
African American	1	N/A	Attendance rate	97%
Hispanic	61	N/A	Annual dropout rate (Gr 9-12)	N/A%
White	88	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	1	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	95	63%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	15	10%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	0	0%	Average ACT score (number value, not a percentage)	N/A

Comments

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public				52	53	46									
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

County-district number or vendor ID: 157901	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The pathway of working toward the 21st Century classroom for MISD has evolved over several years. District and campus data from STaR Chart, surveys, 2011-2012 STAAR scores, and previous grant projects contributed to the district decision to capitalize on internet-based resources. There were several reasons that directly impacted the decision to begin the LEAD project at Mason Elementary School 1) closing the achievement gap between Hispanic students and all students, 2) highly individualized math intervention to create success and progress, 3) higher order thinking and problem solving skills required for the new STAAR exams with no accommodations for recent immigrant students, 4) the ability to track progress with available tools over several years, 5) continued vertical alignment of core subjects by using tracking tools that meet TEKS standards.

In 2009 Mason Junior High (MJH) joined with three other area school districts to participate in a T3 Collaborative Grant and developed a curriculum redesign plan. In 2012 Mason High School (MHS) participated in the first Technology Lending Grant and used IMA funds to purchase digital devices for 9th and 10th grades. In the 2013-2014 school year devices were purchased with local funds and iMA funds to include the 12th and new 9th grade as a true 1:1 initiative at the high school. Prior to this purchase the wireless network was upgraded. Also, digital integration professional development was heightened; acceptable use policies for individual digital devices were put in place and the district ensured compliance with the Children's Internet Protection Act (CIPA). Implementing individual digital devices in 2nd, 3rd and 4th is the next step in the plan for curriculum redesign.

In 2012-13 MES had 44% ELL students in the Hispanic subgroup in 3rd grade. In the past five years, the **ESL** percentage for MES increased from 3.9% to 9%. MES is working to close the achievement gap between Hispanic students and all students. MES is a **Title I** campus with 73 percent of students low income. The economically disadvantaged percentage of 2nd-4th grade students is 63 percent and the majority of the STAAR failures were economically disadvantaged Hispanic students. Spring 2013 STAAR results showed that 87 percent of all MES math failures were eco disadvantaged with 73 percent of those students Hispanic.

MISD is located in Mason County, a geographically isolated community over 100 miles from the nearest metropolitan area. MISD runs an after-school program called ACE (Afterschool Centers on Education) for students in grades K through 12 who need assistance with meeting state and local standards through academic enrichment opportunities and/or activities designed to complement the student's regular day. The MISD school libraries are open for all students three additional hours Monday through Thursday each week in conjunction with the ACE program. These are open one hour prior to the school day and two hours at the conclusion of the regular school day.

Meeting just the minimum passing standard is not a goal for MES students. Instead, each student and teacher strives to raise their levels of performance. MES commended performance trends in math have dramatically increased by almost doubling (24% to 51%) in the past seven years. The stakes have been raised with the new STAAR accountability tests.

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Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Close achievement gap between Hispanic students and all other students.	Having the ability of differentiated learning, with each student having a device in their hand, intervention and enrichment could occur more readily. Using our Progress Monitor students could be accessed more often and more information made available for review by staff. Bilingual software can bridge the gap created by the language barrier to learning.
2.	Highly individualize math intervention to create success and progress	Meeting just the minimum passing standard is not a goal for MES students. Instead, each student and teacher strives to raise their levels of performance. MES commended performance trends in math have dramatically increased by almost doubling (24% to 51%) in the past seven years. The stakes were raised with the new STAAR accountability tests; however, the percentage of commended performance levels in Reading and Math has stayed consistently high.
3.	Build higher order thinking and problem solving skills required for the new STAAR exams with no accommodations for recent immigrant students.	Ensuring accessibility by all staff and students to technology based instruction and to adaptive/assistive devices is a key objective of MISD technology plan. This would provide access to technology tools in classrooms, provide more mobility for students already familiar with individual digital devices and ensure the ability of staff to measure performance levels in a real world environment.
4.	Track progress with available tools, over several years.	An identified area of concern for MES students is the percent of students meeting the standard on standardized testing and the percent of Hispanic students meeting that standard. With the LEAD program in place for 2nd – 4th grades, the tools for ongoing tracking can be utilized in a more equitable environment. Using the devices for benchmarking in math will assure that information is standardized and ongoing.
5.	Continue vertical alignment of core subjects that meet TEKS standards by using tracking tools in place.	The alignment of curriculum is continually progressing as standardized testing evolves. With the use of tools from CIRCLE in Pre-K to Eduphoria benchmarking tests in secondary there is a constant attempt to align the curriculum. The individual digital device will not only meet technology standards set by the state but will allow staff to monitor progress towards TEKS mastery.

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Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Superintendent	High standards of fiscal integrity and a record of compliance and regularity with many other grants.
2.	Technology Coordinator	Will oversee the LEAD project, gather the data for evaluation and work closely with the campus principal to ensure grant compliance.
3.	Campus Principal	Holds high standards of academic success for entire campus. Will oversee standards outlined by the grant. Will serve on the LEAD committee.
4.	Technology Integration Staff	Maintain the daily needs required of equipment and teachers for implementing the grant.
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	All MES students will exceed educational performance standards	1.	Upgrade MISD wireless network to support the higher volume of internet traffic	05/01/2011	08/31/2012
		2.	Make available to 2nd – 4th grade students an individual digital device	08/25/2014	05/29/2015
		3.	ACE: open school library one hour before school and two hours after school	08/25/2014	05/29/2015
		4.	Primetime available for math enforcement	08/25/2014	05/29/2015
2.	MES will achieve a 1:1 individual digital device for all students	1.	Devices on carts deployed in each 2nd grade classroom	08/25/2014	05/29/2015
		2.	Devices on carts deployed in 3rd grade classroom for math and science departments	08/25/2014	05/29/2015
		3.	Devices on cart deployed in 4th grade classrooms	08/25/2014	05/29/2014
		4.	Devices on carts deployed in K & 1st grade	08/26/2015	05/31/2016
3.	MES staff will use innovative methods of instruction to enhance and measure student learning	1.	Device training with ESC	08/14/2014	08/14/2014
		2.	Ongoing training with ESC	08/25/2014	05/31/2015
		3.	Device used daily	08/25/2014	05/31/2015
		4.	Collaborate with other schools on LEAD project	08/25/2014	05/31/2015
4.	Parents of MES students will be included in information sessions	1.	Parent classes in conjunction with TiLM training	08/25/2014	05/31/2014
		2.	Parent digital learning sessions	08/25/2014	05/31/2014
		3.	Parent volunteers equipped to use devices	08/25/2014	05/31/2013

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To monitor progress toward achieving the project's objectives and ensuring performance feedback, the following will occur: the Campus Coordinator will monitor established timelines and activities to achieve the stated objectives. Feedback will be solicited from **teachers, student and parent survey, student progress reports** and **benchmark data.** This information will be gathered assessing the degree of involvement, satisfaction and academic progress. Then data will be presented to the LEAD Task Force (consisting of Technology Coordinator, Campus Coordinator, and campus LEAD teacher). The LEAD Task Force for grant progress debriefing sessions will meet in November, March and July. After these meetings the Task Force and District Coordinators will make data driven decisions to adjust activities and timelines as needed to meet the stated objectives; the campus and district improvement plan will reflect the 1:1 digital initiative for MES and LEAD project, include campus and district strengths and weaknesses and will be adjusted to reflect the progress of the project. In October of 2014 the District Technology Coordinator will begin recording digital interviews with parents and students regarding the LEAD project. Pre and post LEAD project interviews will be shared with the Campus Coordinator and administration and used in the process of determining project success.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

MISD superintendent made a presentation to the school board at the June 2012 meeting regarding the digital resources initiative. Technology Lending Program funds will be combined with other resources to maximize grant funds and accomplish the MISD Technology Plan goal of the 1:1 digital initiative for all students. MISD has committed a combination of local and Instructional Materials Allotment (IMA) funds to purchase iPads for 9th and 11th grade students. This commitment, to provide individual digital devices would enable the MES campus to accomplish the goal of a 1:1 digital initiative for all students facing problem solving skills needed for the STAAR testing. Additional local funds including and English as a Second Language funds will be used to purchase iPads for core academic teachers. **Title I,** Part A funds have been dedicated for professional development to help core academic teachers be more qualified to deliver digital curriculum. The leveraging of multiple funding sources will spring MES forward in their ability to reach the 1:1 digital initiative goal encouraging the shift in teaching and learning and promoting student directed and differentiated learning environments.

The MISD faculty has been trained in the Baldrige approach to support continuous improvement, data-driven decision making and performance excellence. As a **National Blue Ribbon** nominee for the 2013-2014 school year the MES faculty and administration are dedicated to student academic success. In the spring of 2013 the technology coordinator and MES principal met with the Campus Education Improvement Committee to discuss the 1:1 digital initiative. Teachers voiced their excitement to begin adjusting their lesson plans to deliver customized, real-time curriculum and personalized learning. The principal will monitor the LEAD project by reviewing teacher lesson plans and conducting documented PDAS walkthroughs. The 1:1 initiative will contribute to increased student test scores, increased content mastery and preparation to lead into future.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 157901	Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Include LEAD Project in Campus and District Improvement Plans	1.	LEAD Project as a Strategy/Action under appropriate goals
		2.	LEAD PD as a Strategy/Action under appropriate goals
		3.	1:1 digital initiative 2nd, 3rd and 4th grade Fall 2015; mobile digital devices available to all Mason Elementary students by Fall of 2016
2.	Semester reports (Nov, March, July) will be prepared and submitted to the District Coordinator	1.	The gap is closed between Hispanic students and all other students by 15%
		2.	Passing STAAR exams
		3.	Lesson plans showing enrichment/remediation lesson weekly using devices
3.	Student/teacher/parent surveys and interviews	1.	85% of students express learning & education are enhanced w/devices
		2.	90% of teachers showing innovative use of mobile digital devices
		3.	35% of parents attend device training and/or student usage sessions
4.	Professional Development & Appraisal System (PDAS)	1.	Lesson plans showing enrichment/remediation lesson weekly using devices
		2.	3 benchmark assessments in all core academic areas
		3.	PDAS walkthroughs 3/teacher/semester
5.	LEAD Task Force sessions to discuss goals, resource use and performance feedback	1.	Scheduled meetings for LEAD Project
		2.	Agenda, sign-in, minutes of meeting/semester for 2014-2016
		3.	Data reports

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The LEAD Task Force will report to the Superintendent and campus principal to develop an aligned plan that will draw together information about the grant and clarify objectives. This plan will be a shared vision on the part of stakeholders, contain a concrete model of the digital individual device program and identify key evaluation points. With this model in hand the Campus Coordinator will then apply the evaluation design and be able to develop evaluation questions, identify key stakeholders and create a timeline of events. Various quantitative and qualitative methods will be employed to collect data including surveys, in-depth interviews, PDAS observations, student progress reports and examination of existing data. Findings and results will be presented to the LEAD Task Force each semester and to the District Coordinators in November, March and July after the completion of Benchmark testing and STAAR EOC. An action plan will be developed when results are analyzed to see strengths and weaknesses of the program and what is and isn't working to help make timely and on-going improvements. With the personal involvement of the Campus Coordinator and MES principal in the day-to-day incorporation of individual digital devices as a teaching tool, they will have a good pulse on small problems and can address them immediately and consequently make sure successful practices are shared with all classroom teachers.

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Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

When the newly purchased devices arrive at the district their serial numbers will be recorded in the district inventory. A MISD sticker will be placed on the iPad giving each one a specific ID number. These will then be placed on carts in identified classrooms. The management of these devices will be done with a mobile device management program. Each device will be enrolled in management so that delivery of content is equitable and regulated. The devices will be used to deliver content from the new math text, iStation program, Lexia program, Think Through Math and other enrichment materials.

Students will be given training on proper procedures for handling and operating the digital device. Classroom teachers will instruct their students on how to access and use available programs and facilitate the use of other curriculum resources that would be beneficial for self-directed learning.

At the end of the school year the Technology Coordinator and Instructional Technology Aide will personally catalog the digital devices and cross check them with the district inventory to assure that all digital devices are available for continued use. Any repair or replacement will be done at this time.

Part of the plan formulated by the LEAD committee was the development of a Digital Device Policy that addressed issues such as insurance, breakage or loss, care and use, how the devices will be distributed, e-mail accounts, downloading protocol and the use of electronic resources. Students and their parents will be required to sign a *MES Student Pledge for Learning Electronic Application Devices* designating they have read, understand and agree to the terms of use. The *MISD Acceptable Use Policy* complies with the Child Internet Protection Act and is located in the Student Handbook which is also signed by students and parents at the beginning of each school year.

Prior to the beginning of the 2014-2015 parents will be required to attend training sessions that will help them better understand the digital learning environment, the Internet and use of individual digital devices in the academic classroom. Students, parents and MISD staff are informed of their responsibilities regarding the Internet and use digital device. By signing the Employee Handbook and MISD Acceptable Use Policy staff understands that education, supervision and monitoring are also their responsibility.

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Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

For the 2014-2015 school year MISD has committed available wireless mobile computers to K-1st grade students and a combination of local and iMA funds to purchase individual digital devices for all 2nd -4th grade students. Leveraging local, grant and iMA funds will insure that all MES students will have access to a personal digital device. Additional local funds and special program funds from s such as English as a Second Language will be used to purchase individual devices for MES core academic teachers. **Title I**, Part A funds have been dedicated for professional development to help classroom teachers be more qualified to deliver digital curriculum. Leveraging funds will maximize the use of all available funds to acquire the tools needed to make the pedagogical shift in content delivery and encourage students to be self-directed learners.

Local funds are continually used to upgrade the wireless network. This was in anticipation of adding more devices and increasing the workload. Local funding is committed to maintaining a sound network. The upgrades and maintenance become part of the local district pledge to a 1:1 for Mason Elementary.

Schedule #17—Responses to TEA Program Requirements

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TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Mason Independent School District (MISD) vision is to modify teaching and learning to include a pedagogical shift in content delivery and encourage students to be self-directed learners and leaders. To feed this vision one of the tools to facilitate this vision is an individual wireless device for learning.

Keeping the vision in mind the Mason ISD Technology Plan is geared toward electronic learning and has outlined strategically planned phases to meet stated goals. Beginning in the spring of 2011 the MISD wireless network was upgraded to support the higher volume of internet traffic as a result of increased personal devices. The final stages of the network upgrade will be completed in August 2015. Phase III in the plan involves 1:1 initiative for elementary students to meet the demands of problem solving skills needed for STAAR exams, as well as, providing differentiated instruction that is key for student success.

The first goal of the District Improvement Plan (DIP) is all students will exceed educational performance standards including mastering all coursework and each portion of the state assessments. With the tools for providing progress monitoring, staff will be equipped to remediate and enrich to achieve the goals of mastery. Another primary goal for MES is to close the learning gaps for Hispanic students. Providing a tool such as an individual digital device gives a staff member the ability to administer differentiated learning for a more accurate degree of intervention response.

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TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The pathway of working toward the 21st Century classroom for MISD has evolved over several years. District and campus data from STaR Chart, surveys, 2011-2012 STAAR scores, and previous grant projects contributed to the district decision to capitalize on internet-based resources. There were several reasons that directly impacted the decision to begin the LEAD project at Mason Elementary

The Steering Committee decision to target MES beginning with the 2014-2015 school year (specifically all 2nd-4th grade students with the Technology Lending Program Grant regardless of their economic status or their status in a special program) was heavily influenced by the following factors 1) closing the achievement gap between Hispanic students and all students, 2) highly individualized math intervention to create success and progress, 3) higher order thinking and problem solving skills required for the new STAAR exams with no accommodations for recent immigrant students, 4) the ability to track progress with available tools over several years, 5) continued vertical alignment of core subjects by using tracking tools that meet TEKS standards.

As students are growing up online, electronic digital devices are a teaching tool that fits seamlessly into an elementary classroom, giving MES students the power to be self-directed learners and empowering the students with a set of skills for success. The devices equalize the playing field so the knowledge gap is breached creating more opportunity to close the gap between Hispanic students and all other students.

The City of Mason has community wireless connectivity available at specific points around the square for those who have portable devices such as iPads, Chromebooks or Android. The points of connectivity are not dependent on open business hours or entrance into a store or restaurant. The Mason M. Beven Eckert Library located in the center of town also has Internet access and is open during the week Monday and Wednesday - Friday from 10 AM until 6:00 PM and on Tuesdays from 10 AM until 8:00 PM. The school district has an after-school program called ACE open to all students in grades K through 12 at no expense to students or their parents. The ACE program keeps the school library open for all students three additional hours Monday through Thursday which includes one hour before school begins and two and a half hours after the end of the regular school day affording access for students to the MISD wireless network and the Internet. ACE also conducts parent classes which will address the digital LEAD project, use of electronic digital devices and the Internet. During these classes students will be invited and encouraged to attend with their parents to enrich the education for all involved. In the past ACE parent computer classes have been very popular especially with the parents of eco disadvantaged and **English as Second Language (ESL)** students. Parent classes are held at times most convenient for parents and are provided on weekends as requested. Once the LEAD project begins the ACE program anticipates increased interest in these free classes.

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TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Mason Elementary ensures student success by a variety of classroom methods. Each classroom teacher works with students in small groups (less than 6) for guided instruction. Other small groups use workstations for independent practice and remediation. One of these always includes a technology station. Kindergarten thru 2nd graders uses the programs, Lexia, Renaissance Learning (Accelerated Reader and Math Facts in a Flash) and Imagine Learning. 3rd and 4th grade students are challenged with I-Station, Renaissance Learning, Think Through Math and Imagine Learning. 3rd to 5th grade students have these same programs and add a program called My Satori. Each of these programs is research based and implemented at the appropriate grade for intervention, remediation and acceleration. An individual digital device would enhance this time for students by increasing accessibility to software and provide information about levels of mastery. This tool would be geared towards individual strengths, needs and learning styles. Teachers would have access to student information for individualized and adaptive learning.

MES teachers are aware of their responsibility in the education, supervision and monitoring of students on the Internet. They are also aware of the benefit of interdisciplinary teaching and eager to share best practices in teaching and learning. Adaptive learning will only improve student outcomes if technology is paired with the right content. MISD is committed to students having access to digital tools and providing resources, twenty-four hours a day, seven days a week.

The current software programs used by Mason Elementary are available for home and summer use. With the establishing of a checkout program for long vacations and summer break students would have access to tools to prevent summer learning loss. Imagine Learning is a research-based language and literacy software program featuring interactive activities focusing on basic vocabulary, academic language, and grammar. This is available for all English Second Language students to help close the gap for Hispanic students. The **ESL** student would have access to this program in the summer and for long breaks in the school year to accelerate the exposure to English. This will provide parents a tool to participate more readily in their children's education and improve their own knowledge.

Many factors in the last five years contributed to significant gains in reading and math. Grades three and four were departmentalized, grade level meetings and Professional Learning Communities (PLCs) became more intentional and data-driven, and ISAC (Individual Student Achievement Committee) meetings are held to discuss at-risk students. Also, ACE before- and afterschool program for tutorials and enrichment is offered, Primetime was established, Parent conferences are ongoing, Parent Testing Informational Training sessions were provided and Leadership Notebooks requiring students to track data were initiated. All of these tools can be enriched when each student has access to a personal digital device that provides decision makers with more individual information on student mastery levels.

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TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

MES's mission statement reflects the 7 Habits, and everyone on campus knows the mission is Lead, Learn, Love, Leave a Legacy. Every student's education is not limited to their time at Mason Elementary, but 21st Century skills obtained will assist them in leaving their mark on the world.

This is obtained in part from The Leader in Me program implemented by MES in 2012. The foundational skills of research and technology become increasingly important components to accomplishing these goals. The teaching staff incorporates cross curriculum projects to incorporate language arts, math, science and social studies. With the use of an individual electronic device and electronic instructional materials students will have the tools needed to acquire basic foundational skills needed for 21st century learners and leaders. All of Mason Elementary School's chosen curriculum has a media component. Examples of these components include; Harcourt Reading-white board ready, Science-   , Math – Pearson Envision-daily lessons available for homework through media source such as an individual electronic device. Each student belongs to a Puncher Family Group. These groups are made up of students from each grade level. During group time students complete projects. This project could be greatly enhanced with each student having hands on by being provided with an individual electronic device.

Some of the current programs that will be improved using electronic instructional materials include:
2nd grade "Beginning With the End in Mind" – Students choose a career, do the research about what the educational requirements entail, salaries and job duties. Currently being done in a computer lab that is shared by 325 students. (Language Arts, Math)
3rd grade "Wax Museum of Notable Characters" – Students choose a notable character from history, do the research, prepare a presentation, and dress up as the character for a day. Again requiring research from a shared lab.(Science, Social Studies, Language Arts)
4th grade "Teach Your Voice" – Students research a topic they are passionate about and present a short oral report to their class. This project also requires an electronic presentation. Currently they borrow from the upper grades. (All Core Curriculum)
GT – Using the Texas Performance Standards Projects the students curriculum is enhanced with unique projects at each grade level (2nd Public Spaces/State Parks, 3rd Utopian Destinations)

MES teachers have studied the College and Career Readiness Skills to provide students with foundational skills required in the 21st century. Mason Elementary bases instruction on student achievement data derived from formative (benchmark testing) and summative assessments. The teachers have access to benchmark results disaggregated by objectives and the Texas Essential Knowledge and Skills (TEKS).

Curriculum must be constantly refined and aligned to reflect current needs of students. MES goal is to give all students the tools they need to learn at their maximum potential to achieve success at every level.

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TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

One of the MISD LEAD objectives is that MES staff will use innovative methods of instruction to enhance student learning for all student groups. To accomplish this the following activities have been schedule but do not include the unscheduled professional development sessions that the staff may have taken the initiative to attend during the summer:

1. Digital Device training at MHS with MISD Technology Coordinator, August 5-8, 2014
2. iPad training at MES with MISD Technology Coordinator, August 11-12, 2014
3. Digital Device training at MES with Traci Terrill, ESC XV, on August 15, 2014
4. Apple Training at MHS on August 19, 2014
5. Digital content training with Traci Terrill, ESC XV, at MES two times in the fall
6. Digital content training with Traci Terrill, ESC XV, at MES two times in the spring

The district will cover the cost of all professional development associated with the individual digital device initiative and LEAD project. Meaningful and on-going professional development is planned throughout the 2014-2015 school year to better meet the needs of the instructors.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The infrastructure includes Cat6 Cabling for Access Points and 4 Summit X460 48p POE Switches w/stacking cables installed in the elementary school. 20 Wireless Access Points were installed and multiple access points were relocated for seamless wireless coverage. The wireless system is managed by Unifi software.

For remote wireless connections adjustments have been made to use a mobile wireless access point, for example, the outdoor classroom. This will allow students access in every instructional area on the elementary campus.

The elementary building was constructed in 1952 so getting the infrastructure for electrical connections and wireless, network access has been a challenge. We are accomplishing this with a series of continuous upgrades and ongoing support from a network specialist in conjunction with our network/cabling company in a 16 year partnership. Currently, the network is managed using Microsoft VMware and a virtual environment. This is directed by the two technology coordinators and technology aide. The elementary has a technology specialist available during school hours to troubleshoot and provide support.

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TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The City of Mason has community wireless connectivity available at various points for those who have portable devices. Access to connectivity is not limited to the working business hours. The Mason M. Beven Eckert Library located in the center of town also has Internet access and is open during the week Monday and Wednesday - Friday from 10 AM until 6:00 PM and on Tuesdays from 10 AM until 8:00 PM. Additional access is available through the school's after-school ACE program that is open to all students in grades K through 12 at no expense to students or their parents. The ACE program keeps the school library open for all students three additional hours outside of the regular school day Mondays through Thursdays. These additional hours include one hour before school begins and two and a half hours after the end of the regular school day affording access for students to the MISD wireless network and the Internet. There are multiple opportunities for any individual digital device to be used outside of the regular school day.

In conjunction with Hill Country Telephone Cooperative (HCTC), DSL and wireless will soon be available to all residents of Mason County. The school district is working on a partnership to provide this access directly into the homes of MISD students at little or no cost.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Beginning in the spring of 2011 MISD began a wireless network upgrade to support the higher volume of internet traffic as a result of increased mobile devices for students. The network was expanded with Cat6 Cabling for Access Points and 2 Summit X460 48p POE Switches w/stacking cables installed in the elementary school. 20 Wireless Access Points were installed and multiple access points were relocated for seamless wireless coverage.

Upgrades and updates are managed by the network and are continuous.

Mason ISD has two Technology Coordinators who work together to manage the day-to-day technology needs of the district. The district also maintains a maintenance agreement for the MISD Structured Cabling System (SCS) provided by an on-site technician on a monthly basis. Maintenance services provided might include:
* Labor to upgrade the SCS
* Labor to perform moves, adds or changes to the SCS
* Labor to assist in the management of the installed SCS such as patching, documentation, etc.

The maintenance agreement also includes a technician who provides services for networking devices such as routers, switches and other hardware.

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TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The superintendent believes strongly in incorporating 21st century skills into the curriculum and the need to alter the approach to education. She has committed to matching the Technology Lending Program Grant funds with a combination of funds to complete the 1:1 digital initiative. The MISD LEAD plan is to access electronic resources through the use of mobile digital devices in the core academic subjects.

A Mobile Device Management (MDM) program will be used to distribute applications and apply data and configuration settings to the digital devices with the intent of optimizing their functionality and security. The use of MDM will allow the Technology Coordinators and administrators to oversee the operation of all devices and optimize the efficiency and security of the MISD network. When the digital devices arrive the Technology Coordinator and Instructional Technology Aide will record the serial numbers of each device in the district inventory and apply a MISD sticker giving each device a specific ID number. At the end of the school year the Technology Coordinator and Instructional Technology Aide will be responsible for taking up the issued devices and performing a cross check with the district inventory to assure that all devices have been returned to the district. The individual electronic device will be inspected and stored only to be reissued to the classroom teacher at the beginning of the next school year.

MES teachers are aware of their responsibility in the education, supervision and monitoring of students on the Internet. They are also aware of the benefit of interdisciplinary teaching and eager to share best practices in teaching and learning. The grade level classroom teachers will be responsible for giving their students the appropriate code for classroom textbooks and providing students with the necessary information to download any apps that are required for their class. MES core academic teachers were issued electronic digital devices as early as the spring of 2012 to assure their preparedness for the digital initiative. Students will receive training on the use of their digital device. All students will have access to an individual digital device so there will not be an issue of competing needs or students left out.

The district has an *Individual Digital Device Policy* and a *MISD Acceptable Use Policy* in place both of which will be signed by students and their parents prior to student's use of devices or student access to the MISD network. Students and their parents will also be required to sign a *MHS Student Pledge for iPad Use* designating they have read, understand and agree to the terms of use. The pledge states that all individual digital devices are subject to inspection at any time without notice, devices remain the property of MISD and students will follow the expectations outlined in the *MISD Acceptable Use Policy*. The *MISD Acceptable Use Policy* complies with the Child Internet Protection Act, is in the Student Handbook and is posted on the Mason ISD web site at www.masonisd.net under Administration, Technology.

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TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

MISD will adhere to Policy CMD (Legal) approved by the School Board of Directors on October 7, 2011 with update 91. This policy is located on the MISD web site under Administration then under policy. Purchased electronic digital devices will be the property of the district and district disbursement procedures will be followed. The MDM program will provide tracking and management tools as well as device provisioning. The Technology Coordinator and Instructional Technology Aide will record the serial numbers of each iPad in the district inventory and apply a MISD sticker giving each device a specific ID number. The Technology Coordinator and Instructional Technology Aide will also be responsible for checking out mobile devices to classroom teachers. At the end of the school year all mobile devices will be turned in to comply with district policy. The Technology Coordinator and Instructional Technology Aide will be responsible for taking up the issued mobile devices and performing a cross check with the district inventory. The mobile devices will be inspected to determine if they are in acceptable condition and then stored only to be reissued at the beginning of school the following year.

MISD equipment is covered under the district's personal property insurance and carries a $1,000 deductible.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In the spring of 2013 the steering committee developed a Learning Electronic and Application Devices *Policy* and the Technology Coordinator updated the *MISD Acceptable Use Policy*. The *LEAD Policy* and the *MES Student Pledge for Acceptable Use* address multiple issues such as: appropriate use, digital electronic devices are the property of MISD, breakage or loss, care and use, distribution, downloading protocol and digital textbooks, insurance and student expectations outlined in the *MISD Acceptable Use Policy*. At the beginning of the school year students and their parents will be required to attend a meeting, to initial, sign and date the *MHS Student Pledge for LEAD Use* designating they have read, understand and agree to the terms of use. The *MISD Acceptable Use Policy* complies with the Child Internet Protection Act and is located in the Student Handbook which is also signed by students and parents at the beginning of the school year

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Via telephone/fax/email (circle as appropriate)	By TEA staff person: